

Birchland Park SMART Goals
2019-2020

Student Learning SMART Goal:

We will improve our overall *Accountability Percentile* and our *Progress Toward Improvement Targets* by making the following MCAS targets:

For All Students:

- The average ELA scaled score will improve from 505.6 to 507.0
- The average math scaled score will improve from 501.7 to 503.0
- The average Science/Technology scaled score will improve from 503.0 to 505.0
- The mean SGP for both ELA and math will be 51.0

For our Lowest Performing Students:

- The average ELA scaled score will improve from 482.8 to 486.8
- The average math scaled score will improve from 483.1 to 487.1
- The mean SGP for both ELA and math will be 51.0

Key Action Steps:

1. All teachers will continue to develop, enhance, and refine inclusive practices that enable all students the opportunity to access, participate in, and progress in Tier 1 instruction through varied options on how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. When possible, Tier 2 targeted instruction and scaffolding will be provided in the Tier 1 setting.
2. Math teachers will implement Standards-Based Grading practices and pilot the Envisions curriculum to ensure both rigorous instruction and frequent analysis of learning.
3. ELA teachers and SPED liaisons will use i-Ready to target the skills that students need assistance in mastering. This program and its implementation by teachers will lead to data-driven, individualized, and small group learning that is both skill and standards-based. ELA teachers will also implement short formative assessments, MCAS-style, on Fridays, written by the literacy coach and given within Mastery Connect, to drive whole-group or small-group re-teaching on Mondays.
4. Social Studies teachers will work closely with our assistant principal, our literacy coach, and the ELA department as they teach the skills of writing embedded within the history and social science framework. On-demand writing tasks will be used to assess different types of student writing in Social Studies class, drive blind scoring and calibration of expectations, and promote deep collaboration with ELA teachers in terms of best practices of writing instruction.
5. Science teachers will work closely with the department chair, the principal, and the literacy coach to examine the newly released MCAS items to ensure that we

increase our use of application questions during day-to-day instruction. We will start to build formative assessments that mimic MCAS style and give us 3 year longitudinal data on science learning for individual students.

6. All instructional units/lessons will be aligned to MA Curriculum Frameworks (or national standards where appropriate).
7. Administration, department chairs, and instructional coaches will assist all teachers in continual reflection and improvement in terms of embedding high level teaching and learning on a daily basis.
8. All content areas will implement a series of common assessments that will chart individual student growth on priority learning standards over the course of the year. Staff will collaboratively review common assessment data, i-Ready data, and MCAS scores to guide instruction and intervention.
9. We will maintain and continually improve targeted intervention in Tiered Reading and Tiered Math classes.
10. All students will be actively engaged in research-based instructional practices and appropriately challenging learning experiences that support development of 21st century learning skills.
11. Peer observation and sharing of best practices will be systematic and drive instructional reflection and improvement.
12. We will explore after school, Saturday, and vacation options for targeted instruction with students that need increased time on learning to fully meet the requirements of state standards.
13. We will use creative scheduling to double, triple, or quadruple block data-driven MCAS preparation as the assessment approaches.
14. Our literacy and math coach will engage in “support cycles” with teachers that include a deep dive into their planning and teaching, reflection around lesson implementation, and data analysis to drive improvements in learning. These will occur in 2-4 week cycles.
15. Specials teachers, as often as possible, will implement the best practice of Point-Evidence-Explanation as students make arguments, respond to text, or debate topics.
16. We will form an MTSS team that initially will consist of student support staff, admin, and coaches. This team will implement best practices of MTSS school wide. As we develop our skills, we will add teachers and other staff members to the team and/or form smaller more targeted teams at grade levels.

Student Attendance SMART Goal:

We will improve our overall *Accountability Percentile* and our *Progress Toward Improvement Targets* by making the following MCAS attendance improvements:

- For All Students, we will decrease our Chronic Absenteeism rate from 6.9% to 5.5%
- For Lowest Performing Students, we will decrease our Chronic Absenteeism rate 12.9% to 10.0%

Key Action Steps:

1. An attendance team will be formed, consisting of administration, student support, our librarian, our School Resource Officer, and our ELL teacher that will meet quarterly to discuss individual students who are in danger of chronic absenteeism.
2. Student attendance reports will be generated bi-monthly and all students that are on pace to be deemed “chronically absent,” which is absent 10% or more of school days, will receive a letter mailed home with a request for a conference with administration.
3. We will work closely with our School Resource Officer week to week to monitor student attendance and decide, when appropriate, to visit parents/students in their homes to discuss and hopefully improve their attendance in school.

Professional Practice SMART Goal:

We will improve our *Social-Emotional Support* of students to enhance their learning experience, promote positive development of both self and social identity, and prepare students to be mentally and emotionally healthy as they progress to high school and beyond.

Key Action Steps:

1. A weekly advisory session, on Thursday mornings, will be dedicated to the 5 competencies of social-emotional learning.
2. We will review 2018 Student Exit Survey results with staff. This will include disaggregated data by teams with specific feedback from their students. We will also implement a mid year student feedback survey in order to get formative data from students to change or improve practice for the second half of the school year.
3. Continue to implement mid-year and exit surveys with staff at the end of each school year which focus on school culture and administrative support in order to drive future improvement.
4. Assistant principal will lead a schoolwide focus on the importance of relationships and social-emotional learning entitled *The Art of Teaching*. Within these sessions, staff will examine trauma and ACE's, as well as the effects they have on young adolescents through a book study. Each session of *The Art of Teaching* session will include one concrete social-emotional strategy that teachers can implement in their classrooms.
5. Our SAM process will be implemented by all teams and will drive targeted and specific planning to work with individual students and maximize their ability to develop socially, emotionally, and academically.
6. We will continue to build our social-emotional classroom in creative ways in order to provide this extra level of support for students that require it.
7. Student Support Team will meet 1-2 times per quarter with all specials teachers to review specific students and the best ways to support them social-emotionally in the classroom.
8. Mindfulness, the "chill zone," student mentors, problem-solving team meetings, individual point sheets, and multiple positive student recognition systems will all continue to grow.
9. We will continue to discuss the three tiers of discipline and the three tiers of social emotional learning with staff.